THE DEVELOPMENT OF THE INTERCULTURAL COMPETENCE MODEL OF THE PERSONNEL OF THE PUBLIC EDUCATION

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Annotation: The article deals with the issues of improving the model of development of intercultural competence of teachers, also it discusses the reforms in the system of professional development in Uzbekistan, promising areas, methods of refining intercultural competence of teachers.

Key words: model, intercultural (multicultural) competence, training system, development, mechanism, reforms, method, retraining, prospects, improvement.

I. Introduction

It is important to introduce innovative approaches to the training of executives and teachers in educational institutions around the world, to study the pedagogical conditions of the system of organization and management of pedagogical processes in educational institutions, to identify socio-economic factors.

Research on the development of universal cultural competencies of teachers is being conducted at Godward University (USA), Harper Adams University (England), Ponselle University (France): improving the professional competencies of specialists on the basis of united criteria and standards; development of educational coaching exports in China, South Korea, Singapore; coordination of educational programs in Russia, Great Britain, Germany on the basis of intercultural competence approaches; in Malaysia, Japan and Finland new trends in the introduction of innovative technologies in the system of retraining and advanced training are considered. In particular, the study of ethical approaches to the educational process in the system of professional development of public educators is significant in the United States and is used in the modification of the educational process. According to the concept of competencies developed by McClelland at the University of Oklahoma, research is being conducted to improve the quality of education by adapting the universal competencies of future educators to the needs of the labor market. In addition, educational institutions, companies and firms are conducting research on special training programs designed to establish "feedback" between the employer and the future specialist in the labor market. An example is the engineering program at the University of Rhode Island (USA). In this study, special attention is paid to the conditions of establishing a link between the educational institution and the labor market. Australian (Ager) Pedagogical Research Consortium, Dutch National Institute of Pedagogical Measurement (CITO), US Pedagogical Testing Service (ETS), Council for Pedagogical Research (NIERWESTAT), Japan National Institute of Educational Research, Teacher Training Center at Humboldt University in Germany, International Evaluation Program Based on Ethically Competent Approaches at the University of Cambridge, UK, Chennai National University (Republic of Korea), Shanghai Institute for Educational Assessment (PRC), at the Educational and Scientific Center for Management Training of Moscow State University (Russia), Scientific research aimed at increasing the professional potential of teachers through the development of information and communication competencies National University of Uzbekistan, research aimed at improving the mechanisms of quality assurance in higher education by refining the pedagogical skills of teachers is being conducted at the Tashkent State Pedagogical University and educational establishments mentioned above. In this regard, the development of intercultural competence of teachers is one of the issues that need special research.

II. Main part

In our research, we began to study exactly these issues and focused on the criteria and indicators for assessing the overall competence of pedagogical personnel, expansion of pedagogical opportunities aimed at increasing the activity of subjects of education; we paid attention at improving the model of development of universal competence.

As a result of the surveys carried out within the framework of the study, it was determined that the pedagogical personnel working in the system of public education prioritized the competences such as analytical-creative thinking, optimal decision-making aimed at problem solving, information interpretation and orientation to the Sphere, project management, network communication, entrepreneurship, flexibility, at the same time, most of them (62, 3%) regardless of work experience felt the need to constantly update their professional knowledge and skills in accordance with innovative requirements.

Taking into consideration mentioned aspects, based on the results of our study, the model for the development of intercultural competence of pedagogical personnel working in the system of public education and its cluster structure are developed according to collaborative system, I.e. integration of basic and auxiliary competencies and meta-professional competencies (Figure 1).

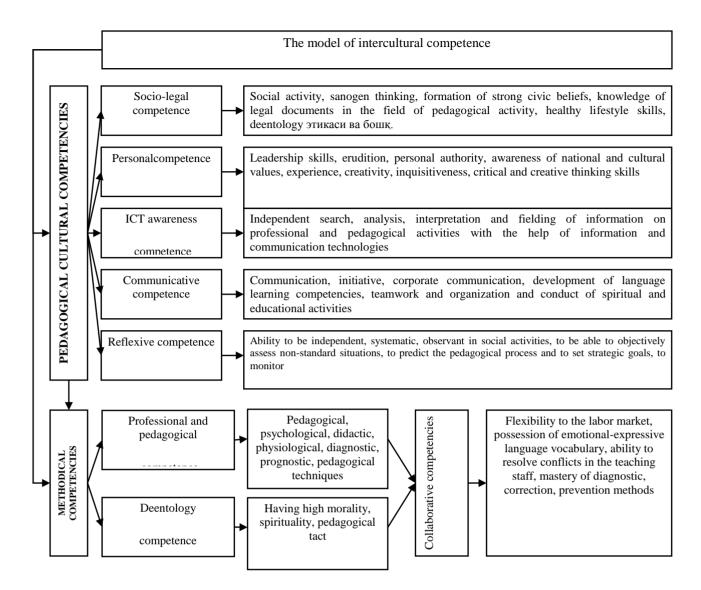


Figure 1. A model for the development of intercultural competence of teachers working in the public education system

This model represents an integrated socio-educational environment aimed at ensuring the interaction of the practical and technological system of development of intercultural competence of teachers in the process of retraining and advanced training of public educators with the requirements of the professional environment and priorities.

III. Analyses

The proposed model of competencies is a set of competencies that provide the level of training required for teachers to successfully perform specific tasks in the field of professional activity. The cluster of competencies, on the other hand, consists of a system of competencies that are close to each other in content and essence. It is the application of the model in the process of developing the intercultural competence of pedagogical staff that allows to determine the strategies for assessing, developing and managing the competence of staff in the field.

According to the research results, the worked out competencies consisting of a cluster of competencies such as socio-legal, personal, communicative (linguistic), ICT, reflexive as a cluster structure of the competency model, as well as meta-professional and collaborative (auxiliary) competencies are defined as professional-pedagogical and management ones. Also, a system of specific indicators arising from the requirements of their constructive type of activity was highlighted. Special attention was paid to the development of communicative competencies of teachers as a constructive activity.

Communicative competence - the ability to communicate effectively in social situations, first of all in the native language and in any foreign language, to adhere to the culture of communication, social flexibility, the ability to work effectively in a team. The level of formation of communicative competence is determined on the

basis of the following components (Figure 2):

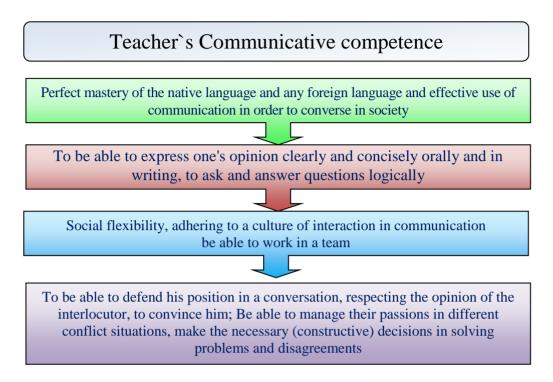


Figure 2. Internal components of communicative competence

Specific goal-oriented in the development of intercultural competence of teachers; planned organization of education; incentive; the hierarchy was followed.

Methods of developing the intercultural competence of teachers - organizational and managerial, planned motivation, effective activity, formation and stabilization of the socio-psychological environment, diagnostic and prognostic methods were used to achieve specific goals of teachers (Figure 3).

n the development of intercultural competence of teachers, a special system algorithm called control was implemented to determine the need for adjustments in the process of their activities.

It was defined that the planning, organization, control of pedagogical processes over time is a feature that reflects the usefulness of the results of increasing the general competence of teachers working in the public education system and the relationship between related activities.

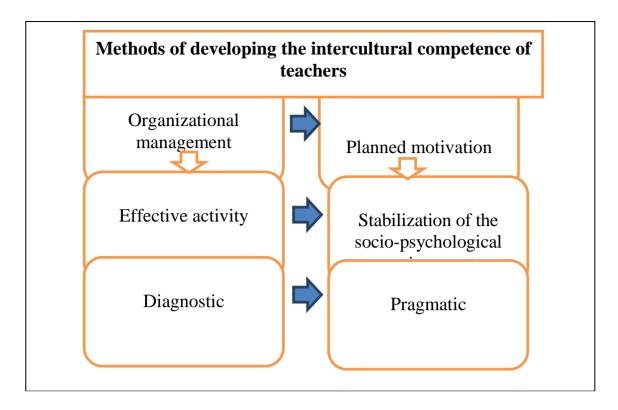


Figure 3. Methods of developing the intercultural competence of teachers

Methods, techniques and activities, tools, pedagogical processes for the development of intercultural competence of teachers have shown their effectiveness. The regulations, which provide a detailed description of the sequence of implementation of these processes, have led to the increase in the intercultural competence of teachers and organization of effective creative activity.

This situation, on the one hand, is due to the versatility of the concept of quality, as it is difficult to adequately describe its various aspects and interrelationships, on the other hand, it directly affects the main social groups (teachers, educators). involved in the chase process.

IV. Conclusion

Thus, today international assessment systems are developing as an independent direction for assessing the quality of education in the world education system. In this regard, any teacher with developed intercultural competence working in any sphere of educational system must know about them and master these methods.

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